CIVICS AND GENERAL STUDIES

- Life Skills: Moral Values
- Current Ceta Activities
- Inauguration of CETA Office in Mtwara Region.
- Students Symposium On "Increased Sexual Practices
- Election of CETA Office Bearers in Mtwara
- Students Symposium on 46 Years of Zanzibar Revolution
- Mzee Wa Uraia

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ACKNOWLEDGEMENT

PREFACE

Civics and General Studies Journal was introduced by Civic Education Teachers' Association (CETA) with support from Konrad Adenauer Stiftung (KAS) as part of supporting the government efforts to create a nation of people who are self -confident, analytical and critical thinkers without forgetting their national patriotism. CETA regards Civic Education as an important input to achieve this goal.

Civic Education entails political interventions, awareness raising and capacity building efforts that seek to enhance the citizens' participation in governance. Though there are many definitions of civic education concept, CETA prefers to use the above one. Civic education enhances democracy, improves quality of leadership, prepares future leaders, encourages collective exercise of power, enhances the appreciation of citizens' basic rights and freedom, and lastly strengthens the economic development of a society.

This Journal, volume eight, is a reflection of CETA's attempts to address the issue of life skills which is so crucial at this moment because of the growing scientific and technological development which has caused a lot of socio- economic and political changes in our society. It consists of five chapters. Chapter one is about life skills, with emphasis on moral values.

Chapter two shows the current activities done by CETA releated to students. This chapter is compress of four parts. Part 1, Inauguration of CETA Office in Mtwara region, Part 2, Secondary schools symposium on increased sexual practices and school dropouts among the youth in the Southern Regions of Tanzania, with the case study of Mtwara Region.

Part 3, CETA Mtwara elections and capacity building workshop for CETA members in Mtwara; Part 4, 46 Years of Zanzibar Revolution:" Revolution and Development of Democracy in Zanzibar.

Chapter Three is a students' chapter or "Mzee wa Uraia". This chapter provides a forum for students to give their views on various socio- economic and political issues that are affecting or likely to affect the society. Students or youths are not "*tabula rasa*" they have a lot of ideas to contribute to development, provided they are given a chance.

CETA Publicity Committee.

INTRODUCTION

IGNORANCE is one of the three development problems Tanzania is grappling with since independence in 1961. The other two are poverty and diseases.

Despite sustained national efforts to tackle these problems, one half of all Tanzanians today are considered to be basically poor. The country's literacy rate which stood at 84 percent in 1997 has plummeted to an all time low level with 36 per cent of the country's 45 million unable to read or write in any language. Yet, education is a vital tool in economic growth and poverty reduction. Equally important, there is no tool for development more effective than the empowerment of women through education. No other policy is as likely to raise economic productivity, or reduce infant and maternal mortality.

Very unfortunately Tanzania is currently grappling with an unprecedented high degree of school drop outs of female students, mostly from pregnancy. However, much as there is agreement that school dropouts has become a barrier to development, there is a disagreement on the root cause. Some people attributing the problem to socio-cultural factors like traditional dances that encourage premature sex, poverty, teenage marriage, ignorance and distance between schools and homes.

What advocates of this approach fail to locate is that school drop outs, including pregnancies for whatever reason, is a political issue. In other words, the problem of teenage pregnancy and hence school dropouts, must be located within a wider socio-economic and political context, rather than in biological or cultural distinctions. Unwanted pregnancy is much linked to politics of marginalization, exclusion and discrimination.

All research studies indicate that the level of political awareness, education, information and the extent of women involvement in associational life, have a direct influence on child bearing. In Tanzania all research findings have equally shown that few women/girls than men/boys have access to education, information and economic opportunities.

Likewise, research findings have also revealed that there is a definite gander gap in getting political information through media and that women are generally less informed on political issues in the context of their fears, expectations, concerns and challenges. All these are political issues that can be rectified through political actions.

Participation in associational life and the nature and degree of participation do in a way influence the nature and level of participation in the political process. However, much as political liberalization has contributed to the creation and strengthening of civic associations including women organizations, fewer women than men belong to such organizations in Tanzania.

Basing on research findings, it is very clear the link between the state and women is weak, because fewer women have access to both education and information, fewer belong to civic associations, hence women issues are less articulated in policy making forums, including resources allocation.

Mwalimu Julius Nyerere, Tanzania's founding father during his reign of political power introduced a welfare system under which all essential social services, including education, health, water, and other utilities were provided free of charge.

Nyerere's societal paradigm however, collapsed on his retirement. The introduction of policies of liberalization have created conditions for greater social differentiation and stratification with women/ girls, children and other marginal groups that are lugging behind in development. The impact of economic and political competition is that weaker and uniformed social groups are left languishing in poverty, ignorance and hopelessness.

Such policies are levying cruel consequences on women and girls. It is a fact that school dropouts is a symptom of a bigger political problem.

In group politics there is bad gender balance mainly because of the heavy burden faced by women. A vivid example is provided by Adson Cheyo (1996) in this description of the situation of women in Mtwara:

"*In many cases women are living in harsher conditions than men. Most women get married at the age of 15 or even less. They are married by men who have two or more wives living in the same house. Women have to look after the children at the same time as they look for food and work on the farm. Furthermore, there are very many divorced young women who have no help.*"

It is against this background that the problem of teenage pregnancy and school dropouts among female students in Southern Tanzania must be analyzed and understood. These are basically victims of state sponsored development policies that are formulated for the people without their participation. In other words, these are political problems and their solutions lie within the political domain.

LIFE SKILLS: MORAL VALUES

1.0 Life skills

Life skills is simply defined as a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life.

According to the World Health Organisation, *life skills is defined* as "abilities for adaptive positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life." In primary and secondary education, *life skills* may refer to a skill set which accommodates more specific needs of modern industrialized life; examples include money management, food preparation, hygiene , basic literacy and numeracy, and organizational skill.

Subsets of life skills:

Decision making and problem solving skills

* Information and communication skills

* Evaluating future consequence of present actions

* Determining alternative solutions to problems

Moral character is an evaluation of a particular individual's moral qualities. Moral character can imply a variety of attributes, including the existence or lack of virtues, such as intergrity, courage, fortitude, honesty and loyalty.

- Skills analysis regarding the influence of values and attitudes of self and others on motivation

Critical thinking skills
- Analyzing peer and media influences
- Analyzing attitudes, values, social norms, beliefs and factors that affect them
- Identifying relevant information and their sources

Skills for increasing internal locus of control
- Self-esteem and confidence-building skills,
- Self-awareness skills, including awareness of rights, influences, values, attitudes, strengths and weaknesses
- Goal-setting skills
- Self-evaluation, self-assessment, and self-monitoring skills

Skills for managing feelings
- Anger management
- Dealing with grief and anxiety
- Coping skills for dealing with loss, abuse, trauma

Skills for managing stress
- Time management
- Positive thinking
- Relaxation techniques

Interpersonal communication skills
- Verbal and nonverbal communication

- Active listening
- Expressing feelings; giving feedback (without blaming) and receiving feedback

Negotiation and refusal skills
- Negotiation and conflict management
- Assertiveness skills
- Refusal skills

Empathy
- Ability to listen to and understand another's needs and circumstances and express that understanding Cooperation and teamwork
- Expressing respect for others' contributions and different styles
- Assessing one's own abilities and contributing to group action

Advocacy skills
- Skills of influence and persuasion
- Networking and motivation skills

1.1 Definition of the key concepts: Values and moral values

Moral: According to the Webster's Dictionary, moral is related to, dealing with, or capable of making a distinction between right or wrong conduct --   Principles, standards and habits, with respect to right or wrong in conduct.

Webster's Dictionary defines *"right"* as: In accordance with fact, reason, justice, law, and morality; correct in thought and action. Synonyms for right include: correct, honest, ethical, just, true, accurate, precise, suitable, fitting, appropriate, proper.

Webster's Dictionary defines "*wrong*" as: Contrary to fact or reason, unlawful, crooked, twisted, immoral, improper. Synonyms for wrong include: dishonest, illegal, mistaken, criminal, unethical, sinful, unsuitable, inappropriate improper, incorrect, injurious, harmful, damaging, unjust.

Morals have a greater social element to values and tend to have a very broad acceptance. Morals are far more about good and bad than other values. We thus judge others more strongly on morals than values. A person can be described as immoral, yet it is not easy to judge him by not sticking to values

Values: According to the Webster's Dictionary, values mean social principles, goals or standards held or accepted by an individual, a class, a society, etc. They are rules that we base to make decisions about right and wrong, should and shouldn't, good or bad. They also guide us to determine which is more or less important, and which is useful when we have to trade off one value over another.

Moral values: mean things held to be right or wrong, desirable or undesirable. While morality is sometimes described as 'innate' in humans, the scientific view is that a capacity for morality is genetically determined in us. But the set of moral values is acquired, for example, through teaching, and inheriting from parents and the

society. Different cultures have very different moral value systems. Moral values, along with traditions, laws, behavior patterns, and beliefs, are the defining features of a culture.

Moral values are enforced by example, parenting, peer guidance, conscience, disapproval, shunning, and in some instances by law. They were effective in small communities before laws were formalized. They can also be sustained by the concept of 'status', a concept which has many different meanings in different societies. There is today significant disagreement over what role status plays in contemporary society and what it actually consists.

The Opposite of Moral Values:
It also seems safe to say that moral values would likely exclude things like:

Intentional Deception:
Lies of omission (deceiving others by omitting the truth). Peddling half-truths as if they were the whole truth, Peddling half-lies as if they were the whole truth, distorting the truth, egocentric chauvinism, political and sexual repression, heterosexual and homosexual hypocrisy, religious and racial bigotry, oppression of women, Political tyranny and subjugation, disregard for the rights and beliefs of others.

Anti-social and Criminal Behavior:
Inciting to riot, intimidation, harassment, invasion of privacy, threats, assault against persons, reputations, and property. Secret criminal behavior, violence, vandalism, arson and murder.

The above list is a compilation of known behavior patterns condoned, supported, and/or entered into by the forced motherhood leaders.

1.2 MORAL VALUES

Moral means conforming to standard of what is right and wrong. In other words moral implies conformity to established sanctioned codes or accepted notions of right and wrong.

Morals have greater social elements to values and tend to have broad acceptance. Generally morals are far more about good and bad than values. Therefore, we judge others more strongly on morals than values. For instance, a person can be described as immoral, yet it is not easy to determine that he/she is not following values. Webster's' dictionary defines moral as relating to, dealing with or capable of making a distinction between right and wrong conduct, principles, standards, habits, with respect to right and wrong conduct.

A value on the other hand, is an ideal to which individual subscribes (express ones agreement), and it represents basic convictions that a specific mode of conduct is preferable to an opposite mode of conduct. Values contain judgmental element of which is right or wrong or desirable. They offer standards that guide our conduct and act as process to evaluate our own behavior and that of others. Values influence the way in which an individual looks at others and their relationships. Values are therefore the rules by which we make decisions about right and wrong, should

and shouldn't, good and bad. Values also tell us what is more or less important. Values are beliefs of a person or social group in which they have an emotional investment (either for or against).

Webster's dictionary defines values as; the social principles, goals or standards held or accepted by an individual, class, a society, etc. Therefore, moral values are beliefs and personal opinions about what is right conduct and what is wrong conduct.

CLASSIFICATION OF MORAL VALUES.

Moral values can be classified into three components:

1. **Personal moral values** are rules that guide ones' life. A child growing up in the family is introduced to various values held by the family members. Children learn that abusing their siblings, peers or elders is not appropriate behavior. Therefore, all that a person learns from the family or society is what shapes ones' moral values.

2. **Family moral values**. On the other hand, there are values that are considered important by the members of the family. Most families will emphasize the basic values held by individuals, society or community. But most families have a set of values that are specific to the members of that family. Eg. A family makes sure its homestead is well maintained and shares the expense for its upkeep. Younger generations and new members (through marriage) are educated about this aspect. Memories held by the elders will be shared, and often will be placed where the family heirlooms are kept.

3. **Societal moral values** that are held by a group of people. They are formulated based on religious doctrines or political ideologies of the country. Obviously, these values will be held by a large group of people, for example Muslims or Christians, and there will be laws, taboos and monitoring devices in place to ensure these values are nurtured.

Thus, values are an integral part of human, the family society and personal lives. While the basic values help members to be part of the community and are of societal values, the specific or personal ones help foster a feeling of belonging and a sense of pride.

MORAL CHARACTER

Moral character is an evaluation of a particular individual's moral qualities. Moral character can imply a variety of attributes, including the existence or lack of virtues such as intergrity, courage, fortitude, honesty and loyalty. Also moral character refers to the assemblage of qualities that distinguish one individual from another.

TYPES OF MORAL VALUES

1. Self respect but with humility, self discipline, and acceptance of personal responsibility.

   - To respect and care for oneself
   - Not to exalt oneself or overindulge to show humility and avoid gluttony, greed, or other forms of selfishness or self – centeredness.
   - To act in accordance with one's conscience and to accept responsibility for one's behavior

2. Commitment to something greater than oneself.
    - To recognize the existence of and commited to a supreme being, higher principle, transcendent purpose or meaning one's existence
    - To seek the truth
    - To seek justice

3. Respect and caring for others
    - To recognize the connectivity between all people
    - To serve humankind and to be helpful to individuals
    - To be caring, respectful, compassionate, tolerant and forgiving of others
    - Not to hurt others (eg. do not murder, abuse, steal, cheat or lie to others)

4. Caring for all living things and the environment.
    - To care for ones domestic animals such as the donkey
    - To care for the environment such as avoiding wanton cutting down of trees

SOURCES OF VALUES

Values can be derived from several sources, including:

Genetic sources –some values are believed to be genetically determined i.e passed on to us through our parental lineage

Parental dictates – in many cases our parents dictate to us the values we should cherish

National culture – as members of a particular nationality, we tend to pick some values from our national heritage

Peers and friends – Our friends and peers also tend to influence our values as we interact with them in the society

National Laws –the way our national laws are framed up also provide us with codes of conduct

Global influences- as we interact with diverse people from different societies, the global influences also shape our values e.g the human rights issues, global environmental issues, such as global warming, climatic change and the like, do influence our values.

IMPORTANCE OF MORAL VALUES
Values are the guiding principles, decisive in day to day behaviors and in critical life situations. Values are set to bring principles or standards of behavior. Values are regarded desirable, important and held in high esteem by a particular society in which a person lives.

Moral values are important for one to nourish one's life and prosperity of one's life. Therefore it is important for one to learn moral values and apply them in real life situations. Moral values have a potential to bring up ones life to the peak of glory.

Moral values shape who we are as people and our actions. Moral values help in keeping societies together and live to a certain standard. Values also determine what is important to us and whether we should persue things or not. They are

very important in determining who we are. Moral values keep you from getting in trouble.

EROSION OF MORAL VALUES.
The erosion of moral values is a growing proplem throughout the world. The world we live in is changing rapidly. Towns and cities are growing and the life style of the people who are living in them are changing too.

The decay of moral values certainly does erode the strength of our society, because morals are the societal strengthener. However, this fact is still debatable. So to erode at one's moral code is to erode at one's strength. Therefore the erosion of moral values erodes the society.

What causes moral decay?
Largely, the moral decay is due to the influence of modern culture, urbanization, and globalization among others. Also moral erosion can be propagated by immoral leaders.

Formal education as is being imparted today does not give proper importance to building the moral and ethical aspects of human personality. The major emphasis is to create jobworthy individuals. Although it is important to have jobworthy individuals, it is equally important to build a strong value system in the individuals. Students who come out of the current educational system are trained to work, but are not trained to think. Most of the violent/criminal/ant- social incidences that happen in our society can be prevented or reduced if their perpetrators had:

a)   a good value system and

b)   a critical thinking mind

Also most of the continuing social scourges like poverty, hunger, unemployment can be tackled if more critical and creative thinking individuals enter into the system to fight these issues.

Skills Applications
1. Discussion: Students to form groups of 4 -5 to discuss and explain the indicators of eroded moral values in our society. Results to be documented on a flip chart and a presentation made.

2. Discussion: Students in groups of 4 – 5 to discuss the effects of moral erosion in our society using local examples. Outcome to be captured on flip charts for presentations in a class.

THE EFFECT OF CULTURE & TECHNOLOGICAL CHANGE ON MORAL VALUES

Culture: It refers to the ideas, beliefs, and customs that are shared and accepted by people in a given society. Culture is "a system of shared meaning held by members that distinguishes that society from other societies." Culture may also be regarded as a set of assumptions, beliefs, vales, and norms that are shared by members of a given society. In short, culture is the general pattern of behavior, shared beliefs and values that members in a society have in common.

You can appreciate culture of a society from what people say, do, think, dress and cooperate within the societal setting. Further, we note that societal culture grows over time on the basis of beliefs of what it requires to be successful.

It is time relevant, changing with circumstances. In most cases, resisting a change in societal culture is very costly economically, politically, socially and technologically.

TECHNOLOGY AND TECHNOLOGY CHANGE

Technological change. This is a term which is used to describe the overall process of invention, innovation and diffusion of technology or processes. The term is redundant with technological development, technological achievement, and technological progress. In essence TC is the invention of a technology (or a process), the continuous process of improving a technology (which it often becomes cheaper) and its diffusion throughout industry or society.

Underpinning the idea of *technological change as a social process* is the general agreement on the importance of social context and communication. According to this model, technological change is seen as a social process involving producers and adopters and others (such as government) who are profoundly affected by cultural setting, political institutions and marketing strategies.

The social system provides a medium through which innovation is adopted. The structure of the social system affects technological change in several ways. Social norms, opinion leaders, change agents, government and the consequences of innovations are all involved. Also involved are cultural setting, nature of political institutions, laws, policies and administrative structures.

Technology Change & Moral Values:

The question in this section is how the technological change and the resulting gain of business value can be interpreted from an ethical perspective. Of central interest is whether there is a conflict between the technological change value and the moral value of the society. Take for instance the invention of the internet. How has the internet affected the moral values of our society? Has it done more good than harm? What is the value-benefit analysis?

Another example is the invention of the Nuclear Bomb. Has this invention had any impact on our societal values? Do you remember "Dolly"- the first clone of a sheep? What do you think is the effect of science of cloning on the value system of man? The test-tube babies are now here. What effect do these technological changes have on the societal values.

There is a need to rectify some traditional and cultural practices that fuel teenage pregnancy with catastrophic impact on the socio-economic advancement of communities.

CURRENT CETA ACTIVITIES

PART I: INAUGURATION OF CETA OFFICE IN MTWARA REGION.

The CETA office was officially opened by Mr. S.E. Pangisa, Deputy Administrator, Mtwara Regional Office. He was the guest of honor.

In his brief speech, Mr Pangisa encouraged CETA leaders to strengthen civic education programmes in the southern part of Tanzania, especially in Mtwara region. He also requested CETA and her partners to start PETS programmes in Mtwara, including distributing publications.

Turning to the newly elected CETA leadership, Mr. Pangisa urged them to operate the organization within the limits of its constitution, rules and guiding regulations.

The chief guest paid special tribute to KAS and DED for assisting CETA and expressed his hope that such generous support will continue in order to accomplish the set objectives.

Earlier CETA General Secretary, Mr Safari Minja opened the meeting and explained its objectives; as follows:

- To strengthen CETA structure so as to enable its members to deliver high quality civic education in the Southern Tanzania in general, and Mtwara region in particular

- To establish democratic leadership through democratic election of CETA leaders in Mtwara.

- To involve students in discussing causes, effects and solutions about one of the most cross cutting issues in the area that contribute to the increase of poverty and illiteracy. The issue at hand is sexual involvement at the tender age and schooldrop outs among secondary school female students.

PART II: STUDENTS SYMPOSIUM ON "INCREASED SEXUAL PRACTICES AND SCHOOL DROP OUTS IN SOUTHERN TANZANIA

As part of civic education activities to promote civic awareness among the youth and to the larger community, CETA organized a symposium on the **Increased Sexual Practices and School Dropouts amoung the youths in Southern Tanzania**.

The presentation was made jointly by Mr. Robert Bundala from the Department of Languages and Linguistic and Ms. Maua Mpiza from the Department of Education Foundation, Saint Augustine University, respectively.

The presentation highlighted both an alarming increase of school dropouts and the causative factors.

In their presentation, the two scholars highlighted the fact that as

much as school dropouts is widely spread across the country , it was exceptionally very high in Mtwara region.

Figures available show that primary school dropouts increased from 32,469 in 2005 to 44,745 in 2006. The number of secondary school dropouts also increased from 6,912 to 7,734 during the same period.

Available figures also indicate that Mtwara region recorded a record of 435 dropouts in 2007. Compared to Mwanza 309, Tanga 290, Coast 280, Rukwa 265,Ruvuma 204, Lindi 144,Shinyanga 137, Dodoma 111 and Mbeya 105.

With regard to causative factors, Mr Bundala said that these range from pregnancy, poverty, illiteracy, family break down, lack of education on productive health, location of schools in relation to pupils homes and lack of reliable transport, especially in urban areas and hostile learning environment.

Pregnancy is the leading cause of dropouts. Statistics available in the Ministry of Education and Vocational Training reveal that between 2004 and 2008 a total of 28,600 girls did not complete their primary education because of pregnancy.

There are several factors that fuels teenage pregnancies and hence school dropout in Mtwara region. These include the following:

- Traditional ceremonies where young girls are taught how to handle men during the marriage. This is common in the Makonde tribe and other tribes in the Coastal regions

- Young girls learn to play traditional dances at premature age and play half naked

- Poverty due to lack of development opportunities at local levels
- Lack of proper education

According to Mr. Bundala, teenage pregnancy could be contained by promoting traditional cultures that encourage economic activities, and by increasing institutional education in the Southern Zone.

There is a need to rectify some traditional and cultural practices that fuel teenage pregnancy with catastrophic impact on the socio-economic advancement of communities.

Furthermore, teenagers should not be exposed to uncalled for traditional practices that expose them to unsafe sex. Both parents and teachers should impart moral values that can help children to refrain from indulging in premature sexual practices.

The presenter also had some suggestions on mitigating school dropouts, as follows:
- The need to give more life skills to youths
- The need to promote good teaching to youths
- The need for more counsellors in schools
- Better interaction between students and teachers
- Improvement of school/learning environment
- Provision of reliable transport for students
- Provision of improved feeding programs in schools

GROUP WORK

The moderator of Symposium formed eleven groups, each group was given a subject to discuss about and come up with their suggestions/ solutions. The following are what these groups presented:

Students doing group work

Group One:

Ouestion was to discussion - **How household environment can lead to students' dropout in Mtwara region.**

This group came up with the following reasons:

i.   Absolute poverty – contributes a lot to failure of many parents to take care of their children and give them education.

ii.   Family separation

iii.   Outdated traditions and customs

iv.   Illiteracy among citizens

Students doing group work

Group Two was assigned a duty to scrutinize how **school managements are responsible for problems related to students' pregnancies, poverty, lack of education in reproductive health and poor education, that finally lead to the school dropouts.**

The group came out with the following points,

i.   Poor school management contributes in discouraging some students to stick to schooling.

ii.   Lack of enough teaching staff may also contribute to school dropouts.

iii.   Poor control of students which leads to truancy

iv.   Lack of guidance and counseling of the students

v.   Lack of conducive studying environment.

vi.   Unequal division of labour at homes where girls are overworked, hence perform poorly in schools.

Student present group work

<u>Group Three</u>:
The group was assigned to assess **how traditions and customs are responsible for school dropouts:**

Members of the group came out with the following reasons:
i.   Traditional dances and initiation ceremonies lead to time wastage, hence poor performance in studies.

ii.   These traditions and customs are encouraging early

marriages of young girls. Resulting in early pregnancies and sometimes deaths.

iii. A stereotype notion that it is not necessary for girls to be educated because their main responsibility is to get married and take care of the families.

Group Four:
This group was attempting to**" Find the ways of handling our traditions in a manner that they cannot hinder the progress of the schooling girls."**

This group came out with the following ways;
i. Provision of more education to the society.

ii. Putting in place appropriate laws and measures against early marriages.

iii. Poor social cultural practices should be abandoned ,such as child preference, food taboos, polygamies and spouse inheritance.

iv. The need to promote proper education and school activities.

v. Better interaction between student and teachers

vi. The responsible institution must heighten the education level in the Southern Regions.

vi To promote cultures and traditions that add value to the economic activities.

Group Five:
This group was assigned a duty to assess whethe**r** school drop-outs are caused by the following factors**; tradition and customs, long distance from schools, or life environment.**

Group members came out with the following points:

i.   Poor living conditions at home

ii.   Initiation ceremonies (where a lot of money is wasted).

iii. Poor living condition which is mainly attributed to drunkenness of the parents.

iv   Long distance from home to school. which discourage children.

Students doing groups work

Group Six:

This group was assigned to discuss **how schools' environment can lead to school dropouts.** Group members came with the following suggestions.

i.   They said that it depends on where schools are located. Some are near places that can cause inconneniences, for

example, a market, bar, guest house, bus stand or a dirty dumping ground.

ii.   Harsh punishment inflicted by teachers.

iii.   Absence of peer groups.

iv.   Lack of enough materials to facilitate studying, eg. books, desks, chairs and laboratory equipments

v.   Inadequate staff to teach various subjects.

Group Seven:
(Members of this group were boys students only).
This group was assigned a task to answer the following question "**As boys, what reasons do you think can cause male students to abcond from schools.?"**

The group came out with the following reasons:

i.   Misunderstanding between students themselves and teachers

ii.   Peer groups and engagement in sexual affairs

iii.   Desire for expensive iterms and high quality life style

iv.   Dreadful family poverty

v.   Excessive fondiness of hobbies

Group Eight: (Members of this group were female)
This group was assigned a task to answer the following question "**As girls, what reasons do you think can cause girls to drop out of school?**

After a very long discussion, they came up with the following answers:

i. Absolute poverty in the society

ii. Lack of reliable transport for students.

iii. Desire for expensive items, like mobile phones, clothes, and cosmetics.

iv. Unexpected pregnancies

v. Temptations from men

vi. Teenage marriages.

Students doing groups work

Group Nine:
They were asked to itemize problems that can cause desertion of schooling? They gave the following answer:

i. Transmission of HIV/AIDS

ii. Prostitution

iii. Irresponsibility

iv. Oppression

v. Pregnancies

vi. Early marriages

vii. Dire poverty

Group Ten:

This group discussed about "**What advice should begiven to students who abscond from attending school? This group gave the following answers:**"

In their presentation they gave some advices to youth dropouts as follows:

i. They should be encourged to express their problems to their elders / patrons

ii. They should engage themselves in self employment.

iii. They should attend various vocational trainings.

iv. They should strive to read books containing new knowledge.

v. They can join adult education programmes

vi. They must be very careful with HIV/AIDS.

vii. They must work hard to free themselves from poverty.

Group Eleven:

[Members of this group were teachers who attended this symposium]

This group was given an assignment to give reasons that cause students dropouts.

The reasons given were as follows:

i.   Absolute poverty

ii.   Early age pregnancies

iii. Harsh punishments given by teachers

iv.   Misunderstandings between teachers and students

v.   Location of schools being very far from students homes.

vi.   Family problems, eg. quarriling, separation, death of parents.

Teachers brainstorming on the problem of students dropouts.

PART III: ELECTION OF CETA OFFICE BEARERS IN MTWARA

The main activity in the second day, was the Members General Meeting, including the election of permanent CETA leadership to take over from the interim leadership.

A group photo of CETA members in Mtwara Region

The election exercise was done democratically through transparent voting under the supervision of CETA national leadership.

The following were elected office bearers:

1. Mr. Montan Methew   Mtwara CETA Director
2. Mr. John Milanzi   Secretary
3. Mr. Hamisi Wamussa   Publicity Secretary
4. Miss. Dinna Mahamudu   Tresurer

After being elected, the new leadership expressed its appreciation for the confidence given to it by the voters. The new Chairman thanked the attending members for showing high confidence on them. He appealed to all members to give the new team maximum support in implementing CETA's vision, which is to have an

informed, democratic, responsible, accountable and developed society, where teachers are providing quality civic education.

ACHIEVEMENTS AND IMPACT OF THE MTWARA MEETING.

- CETA leadership was elected through a democratic process.
- CETA office was inaugurated and equipped with furniture, computers and other material vitual for secretarial services.
- Understanding CETA activities by regional leadership, teachers and students in Mtwara region

CONCLUSION

All problems associated with teenage pregnancy and school dropouts as explained during the Mtwara symposium, are rooted in the politics of exclusion, discrimination and marginalization.

Given the shallow understanding of politics (limited only to election and politicians), it is necessary to expand public awareness on the wider meaning of politics beyond government and elections. Politics is everything revolving around production and distribution of resources and the manner in which such resources are distributed in a given society.

There is a yearning need for CETA to expand her activities beyond the classroom. CETA with her partners could embark on civic education programmes outside the classroom. Civic education is vital in that it facilitates adult citizens to meaningfully and effectively participation in social, economic, political and development decisions of their communities and the country at large. It does all these from an informed point of view.

It also highlights the roles and responsibilities of citizens, government, political and social interests, the mass media, the private sector and civil society.

The purpose of civic education:

- To develop understanding and judgment among citizens about publical issues and contribute to guided and informed decisions

- To develop competence and motivation among citizens to engage actively in public problems solving

- To facilitate citizens to learn how to utilise experts and professionals in making policy decisions, while limiting it to citizen review and control.

PART IV: STUDENTS SYMPOSIUM ON 46 YEARS OF ZANZIBAR REVOLUTION:" REVOLUTION AND DEVELOPMENT OF DEMOCRACY IN ZANZIBAR

By: Adam Shafi

1. INTRODUCTION

According to definitions by experts, democracy is a government of the people, by the people and for the people. This is the most popular version of the definition of democracy. But every government has interpreted this definition in a way it likes.

Paper presenter exchanging ideas with invited guests

During the cold war, when the world was divided into two camps, the Eastern block and the Western block, each claimed that it was pursuing a democratic system.

The Western block led by the United States was boasting of being the a defender of democracy. And the Eastern block led by the Soviet Union claimed that countries under that block were also democratic. And that is why there were countries in the Eastern block that called themselves democratic. For example, "The German Democratic Republic", or East German, The Democratic Peoples Republic of Korea" or North Korea,.

All countries in the Western block looked down those in the Eastern block. They regarded them as communists, not democratic, governed by dictators.

In reality, during the era of the cold war, the word democracy lost its meaning completely and those countries that were claiming to be big defenders of democracy were more concerned about which side a country was leaning to, regarding policies, regardless whether it was democratic or not.

For example, we have witnessed Western countries that claim to defend democracy, participating in removing from power legal regimes that were democratically elected, instead put in place military rulers who governed their countries dictatorially.

A good example is when the United States removed from power the Government of Chile led by Salvador Ajende and killed him. The Government of Ajende was a legal government which was democratically elected. In his place, they installed to power General Agostion Pinochet who led a brutal dictatorial government and killed hundreds of his people. The United States continued to protect this dictator to the last minute. Even when he was arrested in Britain so that he could be brought to court to answer charges of crime against humanity in Chile, the United States continued to protect the dictator and made sure that he was not taken to court. The United States was involved in removing the government of Ajende for only one reason. Because its policies were inclined to the left.

The second example is when the Belgium government was involved in removing from power the Congolese government led by Patric Lumumba and thereafter killed him. In his place they installed General Joseph Mobutu who established a brutal dictatorial regime in Congo. Patric Lumumba was democratically elected, but the Belgium government participated in removing him because refused the foreigners to control the country's natural resources.

Participants listening to presenter in Pemba Students Symposium

We therefore see that during the cold war, the word democracy did not have any meaning, since those who were pretending to be the champions of democracy were the biggest violators of all principles of democracy. They are the ones who perpetrated colonial and imperialist rule, tortured and even killed all those fighting for the

independence of their countries. They did so contrary to all principles of democracy.

2. THE DEVELOPMENT OF DEMOCRACY IN ZANZIBAR

While talking about the development of democracy in Zanzibar, I will not talk about the pre-revolution Zanzibar. Quite a lot has been discussed about that period, thus I will talk more about the development of democracy in Zanzibar during the post-revolution era.

The revolution that brought the Afro-Shirazi Party to power in 1964 was as a result of frustrations caused by the previous elections that I talked about in length in my topic last year. Although the Afro-Shirazi Party was winning the majority of votes, but they never won the majority of seats in the Legislative Council. The Afro-Shirazi Party believed that the British rulers were colluding with the Arab rulers to deny it victory. So, only a few weeks after the departure of the colonial rulers, Afro – Shirazi Party took over power in an unconstitutional way.

In such a situation one of the initial steps taken by the revolutionary Government of the ASP was to ban all political parties and to declare the Afro-Shirazi Party the sole political party in the country, to suspend the Independence Constitution of 1963 and to declare a Constitutional Decree. That was the beginning of the disappearance of all democratic principles in Zanzibar.

Section Two of that Decree stated that "…. The President as the Head of State is the one in control of all laws. All legislative powers shall temporarily be in the hands of the Revolutionary Council and shall be executed by the President on behalf of the Council. Executive powers shall be exercised by the Cabinet which will function on behalf of the Revolutionary Council".

Section Three of the Decree declared that " The Revolutionary Council beside its normal legislative duties, shall pass constitutional decrees that shall be used as laws of the Peoples Republic of Zanzibar

It is quite clear that under this Decree, the Constitution was set aside and the Revolutionary Council took over all the legislative powers instead of the Legislative Council. This meant that, under the Revolutionary Government, the system of democratic governance, the system whereby a government was formed through representation at different levels, was no longer there.

This system was not just in the Government, but in the Party too. Until 1972 there is no evidence of the party meetings, either as General Meetings nor Executive Committee Meetings.

3.   **THE REVIVAL OF DEMOCRACY**

The first step, which is also very important in the revival of democracy in Zanzibar was taken during the Phase Two Government, during the era of President Aboud Jumbe. It was during this period, in 1979 that the new Zanzibar

Constitution was enacted. It was that Constitution that stipulated the formation of the House of Representatives, the first representative body. Even then, the formation of that body did not complete the principles of democracy because representatives in that body were not elected, they were nominated by the President. It was also during that period that the ASP, after a very long time, convened its first General Meeting in Pemba, in December 1972

4.   MULTI PARTY ELECTION IN 1995

Following the change of the Constitution in 1992, which approved the multi-party political system, and the enactment by Parliament of a law that supervises the registration of political parties, in 1995, Zanzibar conducted multi-party elections too. This was the first democratically run election in Zanzibar since the 1964 Revolution and therefore Zanzibar opening a new page in the effort to develop democracy in the Isles. So as to facilitate the holding of that election the House of Representative was officially dissolved in July 1995 in accordance with Section 92(1) of the Zanzibar Constitution.

Seven new political parties participated in the elections. They were Chama cha Mapinduzi (CCM), Civic United front (CUF), Tanzania Democratic Alliance (TADEA), National Reconstruction Alliance (NRA) The United Democratic Party (UDP), Chama cha Demokrasia na Maendeleo (CHADEMA), Tanzania Labour Party (TLP) and NCCR – Mageuzi.

Even then, the real competitors were Chama cha Mapinduzi and Civic United Front.

In Zanzibar, this election was administered by the Zanzibar Electoral Commission with commissioners appointed by the President of Zanzibar. The Commissioners were Mr. Zubeir Juma, Chairman of the Commission, Mr. Hassan Said Mzee, Vice Chairman, Mr. Issa Omar Suleiman, Commissioner, Mr. Ahmada Khamis Hilika, Commissioner, Mr.Hassan Haji Ali, Commissioner, Mr. Ahmed Mohammed Abdulrahman, Commissioner and Mrs. Moza Himid, Commissioner. The Secretary of the Commission and Director of Elections was Mr. Aboud Talib Aboud.

This multi-pary election took Zanzibar at a very good level of its democratic development. Similar elections followed in year 2000, 2005, and another election is expected in 2010.

In the electoral procedures, Zanzibar has democratically advanced more than the Mainland Tanzania. The reason for saying so is after comparing the structure of the Electoral Commissions of the two parts of the union. While the Electoral Commission of the United Republic of Tanzania is composed of Commissioners appointed by the President only, the Zanzibar Electoral Commission has Commissioners from opposition parties who although appointed by the President of Zanzibar, but are recommended by their respective political parties.

COME ACROSS "MZEE WA URAIA" IN THE STUDENTS' CHAPTER

Mzee wa Uraia is an advisor for Civics and Genera Studies in secondary schools and colleges. He attends to students' chapter in the Civics and General Studies Journal owned by the Civic Education Teachers' Association (CETA). This chapter is an arena where students can give comments, critique and ask questions on any issues that have direct impacts on national development.

Mzee wa Uraia

Dear students,

May I take this opportunity to express my sincere thanks to you all and other colleagues for maximum cooperation you extended to me in making this chapter more appealing to many students and youths from all corners of our country.

I would like to express my deep appreciation to all students who have given their sensible opinions, ideas, views and suggestions on cross cutting issues in socio-economic and political issues in Tanzania in this students' chapter.

I also like to invite any student to send his/her opinions on any matter concerning national development. You can send it to me through the contacts below. Or you can bring it physically to our office. This chapter is open to students of all levels, therefore do not hesitate to use this opportunity to express your opinions, critiques, and challenges about any burning issue. **Mzee wa Uraia** is available for youth to discussion on cross cutting issues that need sharing of experiences, particularly regarding the next general election in October 2010.

Contact:

1. Mobile Phone: 0754 – 861 697
                                0755 – 801 537
                                0712 – 453 944

2. Email: cetatz2003@ yahoo.co.uk

3. Postal Address: Mzee wa Uraia
                                P.O Box 5409
                                Dar es Salaam

Questions and Answers

My name is **Answar Bayser,** I'm a student in form six at Al Muntazir Islamic Seminary. First of all I want to take this opportunity to congratulate CETA for introducing a student's chapter which enables students to express their views, ideas, opinions on political and socio-economic issues.

Now Mzee wa Uraia, I want to take this chance to suggest measures that should be taken by our government to solve transport chaos in Dar es Salaam city.

First, the buses that provide the public transport services should go in circles through the city, and not pass through one way to and from, This will minimise traffic congestion.

Second, the government should build the flyovers at the main road junctions eg. at Ubungo, Magomeni, Tazara, Mwenge, Jangwani and Morocco.

Third, the government should have a long term plan to introduce train buses in Ilala and Temeke municipalities since there are several rail lines. About 75%, Dar es Salaam map illustrates these routes.

I'm very optimistic that, it is possible to implement this project by relying on the existing infrastructures with minimum improvement, like creation of railway stations and interior routes.

My sincere advice to my beloved President is to support the implementation of this project by involving our local engineers from Tanzania Peoples Defence Force and China whose cost is reasonable. Contractors from other companies are likely to come up with huge budgets that the government cannot afford, because their interest is to get very high profit rather than serving the society.

Mzee wa Uraia; My dear student Aswar Bayser, you have very constructive ideas concerning our national development. I think if our leaders will take these arguments seriously, the transport problem in Dar es Salaam will be a history. Thank you very much for your sound contribution.

My name is **Mohammad Shariff**, I'm a form five student at AL Muntazir Islamic Seminary.

Dear Mzee wa Uraia, thank you a lot for giving me this opportunity to air my views in the students chapter.

I have one issue which has been screwing my mind for a long time. It is about the controversial issue of the purchased military radar from a certain company in the United Kingdom.

I heard that there was a dishonest payment in purchasing it and this was disclosed by some UK Parliamentarians.They said that it was bought at an unreasonable price (it was very high).

Therefore these Parliamentarians suggested that, that company should return all those money back to Tanzania. Although the UK government stressed that the money should not be refunded to the Tanzania government, our government is seriously demanding the money.

Through this scandal, it now obvious that we are facing a serious problem from same dishonest, disrespectful and non-patriotic leaders who priotize their interests than the public interest. Therefore, returning that money to the government would be like pouring water to a hot desert.

My advice;
The recovered money from radar scandal should be channeled to the international agencies like FAO, UNDP, or directed to the development projects under the supervision of these agencies

I request the government to consider this proposal and put its weight to this issue like it did in the EPA scandal. Whereby the money recovered was allocated to agricultural inputs and subsidies to farmers. Although it showed some successs and weakness the President said serious actions will be taken against those who are involved in scandalous acts.

Mzee wa Uraia's;
My dear student Mohammad Shariff. You are looking at things in a logical and critical manner. I hope everyone will appreciate your views, especially your fellow students. Well done.

My name is **Rukmi Satpanthi**, I'm a form five student at AL Muntazir Islamic Seminary.

Dear Mzee wa Uraia, I'm so glad to get this opportunity to express my ideas to my fellow students, the citizens, our government leaders and all Tanzanias by using the students' chapter.

First, can you elaborate about dual citizenship? Since I have heard about it, but still I don't have a deep understanding of it.

Mzee wa Uraia; My dear student, dual citizenship is a situation whereby more than one nation recognizes you as its citizen, for example you may be a citizen of Canada and Tanzania.

Therefore, you do not lose any of your citizenship. Some of the countries have already legalized this system, like USA, Canada, Spain etc. Currently our government is doing the necessary arrangement to allow Tanzanians living abroad to adopt the citizenship of their host countries while maintaining their Tanzanian nationality.

Therefore this debate is going on and hopefully, dual citizenship will be accepted.

As a student and a youth of this country, what is your view on this issue?

Mzee wa Uraia, I think it has a lot of negative consequences that might ruin our long preserved peace.

With my little understanding, I think it is impossible to love two countries.

There will be a lot of complications like in voting, which nation will they vote for? And in case of serious problems like war, death, divorce, which side will they be?

Another complication is during travelling, which passport will they use?

I think they will not be committed to our beloved country during international conflicts.

I believe they will be our friend during happy days only. And if the situation becomes worse they leave our country.

I think dual citizen benefits the holder,like getting employment, social security and investment, but not loyality to that country.

I advise the government to abandon this idea, since it will threaten our peace, as well as our patriotic tradition.

My name is **Henry Paul Mlacha**, I'm a form six student at Tambaza High School.

Dear Mzee wa Uraia, my concern is about the construction of tourist hotels along the beaches of Indian Ocean, specifically along Mbezi beache in Dar es Salaam city

I'm very disappointed by the authorities that are not taking serious measures against selfish people who are building hotels on open spaces. Who gives them that permission? Why do they violate the environmental laws?

I believe there is a hand from above supporting these evils.

It is time now for the masses to take action, otherwise all the wealth will be dominated by the powerful with the help of some greedy leaders.

I advise the government to fine and punish these few officials who are acting contrary to our wishes.

Mzee wa Uraia; My student Henry, I have seen how this issue is disturbing you. I am sure this subject also touches many other Tanzanians. I hope relevant authority will address this issue..

My name is **Enock Kasike**, I'm a form two student at Kiluvya Secondary School.

Dear Mzee wa Uraia, thank you for availing me this opportunity. I want to express the emerging problem regarding poor education, especially in the secondary schools which directly affects the students' performance.

It's about the socio-economic factor which determines the

quality of education we receive. The new public schools, the so named 'Shule za Kata'do not have highly qualified teachers, so the education offered at these schools is of poor quality.

Most private schools have better teachers, teaching and learning resources, highly motivated due to better salaries, hence quality education.

The students studying at these "Kata" schools feel inferior because they are regarded as coming from from low income families.

Therefore I advise the Ministry responsible for education and our President to find other means of motivating teachers, like giving them loans with little or no interest, houses plus other basic facilities, so that there will be able to impart quality education to the students.

Mzee wa Uraia's;

Thank you Enock for your positive idea. Certainly we need these new schools, and this is a good thing our government has done.

I hope, they will put your suggestion into practice.

My name is **Hilda Augustino,** I'm a form four student at Jangwani High School.

Dear Mzee wa Uraia, I want to take this opportunity in students' chapter to advise the government to take the necessary measures to solve the transport problem for students, especially in Dar es Salaam.

First, each public school should find some means of to have school buses, either through the support from the government, NGOs or the general public. Public schools should copy what private schools have done.

Second, the government should allocate its resources to solve the transport problem.

The government should also create means of maintaining good teachers in the villages in order to reduce overcrowding of students in towns and cities on the excuse of looking for good teachers.

Mzee wa Uraia; Ooh Hilda, thanks a lot for your suggestions, I appreciate everything you have aired in this chapter. I hope relevant authorities will take appropriate action.

My name is **Gertrude Sawe,** I'm a form four student at Jangwani Secondary School.

Dear Mzee wa Uraia, I feel very lucky to get this special opportunity to advise the Tanzanian voters about the coming general election.

They should not cast their votes on the preference of the party only but also on candidate's ability and commitment to serve the citizens. Most most of the citizens have high confidence in the ruling party, therefore voters sometimes ignore candidates from the opposition parties even if they are better.

I also want to advise the voters to continue voting for those who have shown good performance for the past five years.

In addition, I remind all the registered voters about their right to vote so as to choose good leaders who will work hard to bring about development to their communities.

Lastly, let me remind the general public to cooperate with the PCCB officials to uproot corruption during the general election by reporting those involved in offering bribes. This shall contribute in the promotion of free and fair election in our mother country.

Mzee wa Uraia; Ooh my dear Gertrude, it shows that you are a very responsible person for following up of the current affairs in your country.Really, your ideas hold water, and the readers will find them to be very interesting. We must all of us fight corruption.

The Civic Education Teachers' Association (CETA) is the first NGO to be founded by Civic Education Teachers in Tanzania. It was formed on 24th June, 2003.

ORIGIN

The idea of forming CETA originated from Civics and General Studies Teachers. That was after realizing the prevailing economic and political changes in our country and the desire for a new focus on Civic Education. Circumstances which contributed to development of the idea included:

- Lack of Civic education knowledge - observations have indicated that many Tanzanians have never even seen the National Constitution and Government Gazette.

- Shortage of Civic education material - many teachers and students complain about this problem.

- Globalization process - Tanzanians must be well informed about globalization as it has a great impact on their economic, political, social and cultural life

- Ideological vacuum - before liberalism, Tanzanians were guided by a clear ideology which guided the Tanzanian society

- Lack of political self-confidence among the youth/students

Tanzanians need a well interpreted civic education that will entice them to develop a spirit of love and patriotism towards their nation. This will enable Tanzanians forget their political differences in matters of national interests. Some individuals tend to interpret civic education to suit their personal interests at the expense of national ones.

Therefore, CETA aims at bringing together civic education teachers and offer them a platform to demonstrate/develop their potential –
- In issues of national development
- In improving their professional skills
- To write well researched books, journals and articles on civic education